

**FACTORS INFLUENCING TRUANCY IN COMMUNITY BASED
SECONDARY SCHOOLS IN TANZANIA: A CASE OF MBULU DISTRICT**

MARTIN A. DOHHO

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
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CERTIFICATION

I the undersigned certify that I have read and hereby recommends for acceptance by The Open University of Tanzania the dissertation titled: Factors influencing truancy in community based secondary schools. A case study of Mbulu district in partial fulfillment of the requirement for the Master of Education in Administration, Planning and Policy Studies.

.....
Dr. Martina K. Rwegelera

(Supervisor)

.....
Date

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DECLARATION

I, Martin A. Dohho, do hereby declare that this is my original work and to the best of my knowledge it has never been presented to any other University or College both in Tanzania and outside Tanzania for award of any other degree.

.....

Signature

.....

Date

DEDICATION

I dedicate this dissertation to my father the late Gabriel Dohho, Maria Gabriel my mother, Magdalena Martin Dohho my lovely wife and my beloved children for their prayers, encouragements and moral support, without them my study would have been difficult.

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I would like to thank the Almighty God, our creator, for his guidance, and enabling me to undertake this interesting task, and all the blessings he has granted me. I thank him for assisting me during the data collection and in the preparation of this report. Secondly, I extend my special thanks and gratitude to the Faculty of Education of the Open University of Tanzania, and my supervisor for their guidance, help and full assistance at all the times. Thirdly, I express my sincere thanks to Mbulu district council and the general management for their support and specifically for the permission that they have offered to me for this study, Open University of Tanzania Lecturers for their endless help, support and cooperation they gave me during my Research especially Dr. Martina K. Rwegelera. I also thank all Open University of Tanzania staffs that I worked with them for their love and hospitality which created a comfortable environment for me during my research. Fourthly, I extend my special thanks to my family for their encouragement, moral support, endurance, and understanding at all times when I was far conducting this research. I appreciate the assistance for my colleagues and friends during the preparation of this report. Finally, I would to extend thanks and credit of appreciation to all other people who could not be mentioned by names for all kinds of support in one way or another in making this Research report in its present form.

ABSTRACT

This study examined factors which influence truancy in community based secondary schools, a case of Mbulu district. The idea behind this study was to find out the causes of truancy among students in the district. Research objectives were developed to help explore factors that manipulate truancy in community secondary schools. These objectives were used as a reference to make decision on research approach and data collection methods. Qualitative research approach was therefore identified due to its strength on studies of this nature. Data collection methods included interviews, focus group discussion, observation and documentary review. The findings showed that there were number of reasons for students' truancy in community based secondary schools in Mbulu district. The reasons are complex as they were composed of many factors that make students not to sustain attending schools regularly. However, through deep analysis of field data, several interrelated factors were revealed. These include peer group and globalization which were more evident with students who are in adolescent age. Other factors include household poverty for students coming from economically disadvantaged families and corporal punishment that influence truancy in schools. Therefore, if the problem of truancy will not be solved immediately as well as education policies not implemented as required, the strategic role of secondary education to each individual in the district to realize socio-economic development will be affected. The researcher makes several recommendations including the government to build hostels and subsidizing other educational cost to motivate students from economically disadvantaged families to maintain regular school attendances.

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LIST OF ABBREVIATIONS

AIDS	Acquire Immune Deficiency Syndrome
DED	District Executive Director
FGD	Focus Group Discussions
HIV	Human Immunodeficiency Virus
MDEO	Mbulu District Education Office
MDGs	Millennium Development Goals
OUT	Open University of Tanzania
PEDP	Primary Education Development Programme
PSLE	Primary School Leaving Examination
SEDP	Secondary Education Development Programme
SSA	Sub-Sahara Africa
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
URT	United Republic of Tanzania
USA	United States of America

CHAPTER ONE

1.0 BACKGROUND OF THE STUDY

1.1 Introduction

This chapter provides an overview of the research background, the statement of the problem, purpose, general and specific objectives of the research as well as research task and questions. It also gives the significance and conceptual framework that guided the study. Lastly delimitation and organization of the dissertation was presented.

1.2 Background of the Research Problem

For any economic development to take place, a high proportion of the population has to receive secondary education (UNESCO, 2001). Therefore expansion of secondary education in Sub- Sahara Africa (SSA) and Tanzania in particular is important in achieving the Millennium Development Goal as well as narrowing the knowledge and skill gaps between Sub-Sahara Africa (SSA) and other developed regions.

The importance attached to secondary education has led the Tanzanian government to embark on secondary education development programmed (SEDP) in order to create quality population necessary for responding to such national, regional and global challenges.

Establishment of community secondary schools has been highly influenced by the increased social demand for secondary education resulting from the implementation of Primary Education Development Plan (PEDP) started from 2002 to 2006 which aimed at making primary education available and compulsory to all children. The

situation has resulted in increasing the number of primary school leavers that encouraged the establishment of community secondary schools. More importantly, Tanzania sees the strategic role of secondary education to each individual in order to realize socio-economic development. URT (2010), put it clear that, secondary education occupies pivotal role in the stepping up of economic status of the people and their life well-being.

The Tanzania Development Vision (2025) seeks to have a well-educated, knowledgeable and skilled Tanzanians to competitively cope with political, social, economic and technological development challenges at national and international levels. In this view, secondary education was considered as an important tool in providing the population with necessary skills in responding to such challenges. Hence community secondary schools have been established by the government in each ward in the country to give standard seven leavers who pass the Primary School Leaving Examination (PSLE) an opportunity for secondary education (URT, 1995). It is therefore, a government policy that all pupils who pass class seven examinations to pursue secondary education.

On the other hand, it has been claimed by people of Tanzania that most of students nowadays dropout from studies due to truancy. The problem has persisted for a long time in the country in both rural and urban areas.

However, according to Mbulu District Education Office statistics (MDEO) (2014), the period from 2011-2014 had 3670 school dropout cases of which 2356 cases equivalents to 64 percent was due to truancy.

Since truancy was the first indicator that students are giving up and losing their way, and are more likely to impede creation of quality population necessary for socio-economic development, the reasons as to why students are not attending school needed to be fully explored.

Community secondary schools failed to fulfill their roles due to the problem of truancy. Though the responsibility of dealing with school truancy was directed to individuals, family, Government and the community (URT, 2010). The situation is still not good, truancy is continuing. As discussed, truancy was a major educational problem in community secondary schools; where much attention had to be taken.

If the trend continues, Tanzania may face major crisis as school truants could become unemployed and engage in criminal acts such as burglary, theft and vandalism, also to various sex related crimes, and even murder (Moseki, 2004). More importantly, relating to the global move for education access and equity, truancy could hinder achievement of the Millennium Development Goals (MDGs) and the Tanzanian Vision 2025. All these documents (MDGs and Tanzania Vision 2025) stress quality education for each individual Tanzanian as a key aspect in realizing socio-economic development.

The whole society feels that issues of truancy were insignificant and being overblown by community members, the problem caused by truancy was threatening to add another impediment to Tanzanians development effort particularly in its effort to create opportunity of education for all (UNESCO,2004).

Predominantly the problem of truancy in community secondary schools in Mbulu district had not yet been investigated to reveal its causes. The findings from the study had shown the real causes of truancy and its possible measures to be taken in order to solve the existing problem.

1.3 Statement of the Problem

The Tanzania Development Vision (2025) seeks to have a well-educated, knowledgeable and skilled Tanzanians to competitively cope with political, social, economic and technological development challenges at national and international levels. It is therefore, a government policy that all pupils who pass class seven examinations to pursue secondary education (URT, 1995).

However, to ensure students to attend schools regularly, various rules and regulations has been put into place in schools, which was enforced by school managements, but still there was a high truancy among students. The problem has persisted for a long time in the country in both rural and urban areas. In Mbulu district community-based secondary schools, the number of students enrolled was affected by students' truancy. This had been detailed in the table below:

Table 1.1: Mbulu District Truancy Statistics in Community Secondary Schools from 2011-2014

Year	Enrolment	Dropout	Truancy Cases	Truancy Cases (%)
2011	3812	1677	1025	61.12
2012	4151	1019	650	63.78
2013	3838	634	449	70.82
2014	2782	340	232	68.23
TOTAL	14583	3670	2356	64.29

Sources: Mbulu District Education Office- Truancy Statistics, September 2014

As it is seen in table 1.1 the problem of truancy is great in Mbulu district secondary schools. Therefore truancy was a major threat to secondary education in the district. This situation calls for the needs of investigating the factors influencing truancy in community based secondary schools in Mbulu district as there was no study done in the district to discover the source of students' truancy.

1.4 Purpose of the Study

The purpose of the study was to investigate the factors influencing truancy in community secondary schools in Mbulu district.

1.5 General Objective of the Study

The general objective of this study was to investigate factors influencing truancy in community secondary schools in Mbulu District. It thought to explain from the data collected, the factors that lead to students truancy in community based secondary schools and making recommendation on how to reduce truancy.

1.6 The specific objectives of the study were to:

In the light of this wide aim, the specific objectives of this study were therefore to:

- i). To examine factors that enhances students' interest in learning
- ii). To assess school administration and teacher's attitude in relation to students' truancy.
- iii). To analyze influence of geographical location of the school on students truancy
- iv). To assess whether family economic status was related to students' truancy.

1.7 Research Tasks and Research Questions

The following research task and accompanying research questions guided the study.

1.7.1 Task One

Explore factors that enhances students' interest in learning

Questions

- i) Are the students motivated in learning?

1.7.2 Task two

To assess school administration and teachers' attitude in relation to students truancy.

Questions

- i) How do staffing affects students' school attendance?
- ii) How do school resources affect students' school attendance?

1.7.3 Task Three

To explore whether geographical factor and physical environment of the school cause students truancy.

Questions

- i). Are the students walking long distance to attend school?
- ii). Does the schools authority usually communicating student's problem with parents?

1.7.4 Task Four

Find out whether family economic status is related to student truancy

Questions

- i). What does school authority usually do to students who fail to pay school requirement in time?
- ii). How do students respond when they fail to pay school requirement in time?

1.8 Significance of the Study

The study intended to provide a detailed description on factors which influence truancy in community secondary schools. Specifically the finding was expected to stimulate further research on other factors influencing truancy; help the educational planners and other stakeholders to be aware of the causes and impacts of truancy in academic premises, useful for other researchers and other studies concerning truancy, provide feedback to the educational planners and other stakeholders on the accuracy, adequacy and authenticity of the progress report submitted by the researcher concerning with causes and impacts of truancy on education level and be useful for other studies linked to school truancy connections.

1.9 Conceptual Framework of the Study

According to Kombo and Tromp (2006) a conceptual framework is a set of broad ideas and principles taken from relevant field on enquiry and used to structure a subsequent presentation.

A conceptual framework in a research assists a researcher to develop awareness and understanding of the situation. It also contributes to the formulation of the research design and giving a broad scope to think about a research.

The conceptual framework adapted for this study is based on Murdock's (1999) Model, who worked out on the relationship between predictors variables, precipitating variables and outcomes of factors.

The conceptual framework of this study is summarized (Figure 1.2) and it indicates the relationship between possible causes for students' truancy (predictors' variable), challenges facing students in attending classes (precipitating variable) and the possible outcomes of the study. The link between variables is shown in the table below:

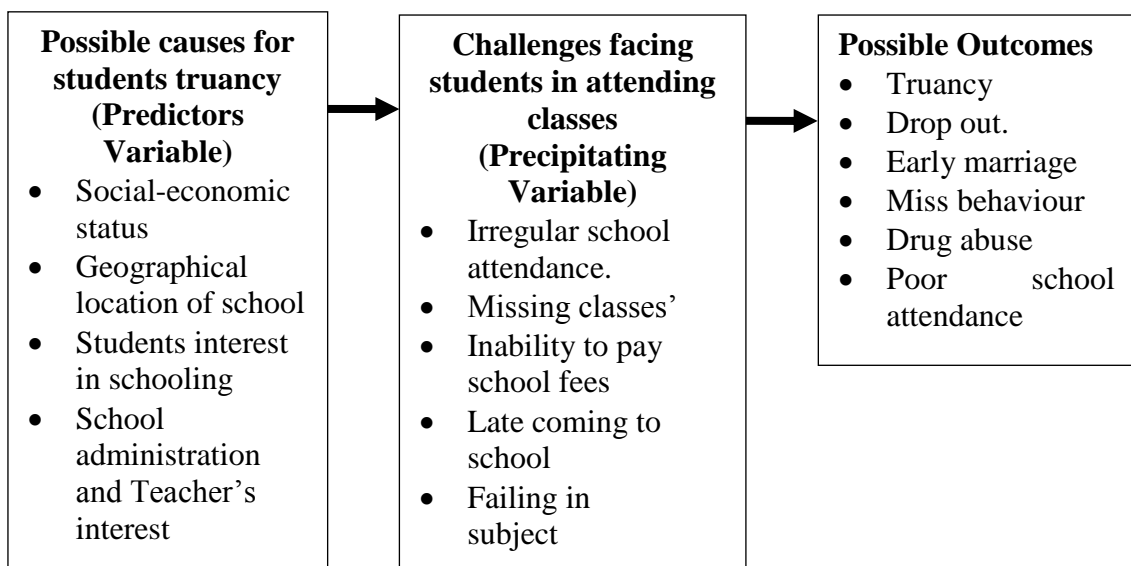


Figure 1.2: Factors Leading to Students' Truancy

Source: The Figure was Adapted from Murdock (1999)

Predictors Variable: The variable signal or predict the decision of the students to play truancy. These includes social- economic status of the family, traditional belief, gender, teacher's commitment, and geographical location of school environment, parental care, student's interest, school administration and teachers attitudes that had

an impact on students' school attendance. According to Hocking (2008), it was recommended that, parenting style of children sometimes contributed to students' truancy. If all or some of these factors were not supportive to education delivery, there would be some indications on the student behaviours towards truancy and leading to precipitate variables.

Precipitating Variables: The variable has an immediate effect on students to experience truancy or stay away from school. The precipitate variable included factors like inability to pay school fees, irregular schooling, late coming to school, missing some class periods, failing in subjects and this can resulted to poor quality of school. If the habit continuous will encourages truancy and later on school dropout.

Outcome Variable: These include truancy, school dropout, early marriage, miss behaviour such as smoking, alcoholism, drug abuse, and class repetition. Depending on the level of manipulation of the other three mentioned variables, certain educational decisions regarding schooling could enhance student interest of schooling. It could be the decision about enrolment, attendance and school completion. But when the other two cluster variables do not favor the student, eventually truancy and school dropout may be achieved.

1.10 Limitations of the Study

The following constraints happened during the study: - due to many responsibilities among head of schools, it was difficult to get them for interview. This meant visiting schools more frequently than expected. This extended the researchers time table for

accomplishing the field work. Transport was also the problem due to poor infrastructures and geographical location of the sampled schools. Language was another barrier because most of the respondents use the local languages during interview that sometimes forced the researcher to cope with their language. On the other hand, weather condition such as presence of rainfall and cold condition in the field hinders the whole process of data collection because it affects appointments dates or days or hours to sampled school. Unwillingness of some of the respondents in answering research questions and time limitation due to unplanned and changes of the school time table which affected much my time for data collection and analysis. However, all these problems were solved accordingly and collection of data was done from 5th February 2015 to 5th April as indicated on the clearance letter.

1.11 Delimitation of the Study

The researcher had faced the following delimitations. Firstly, the study took place at Mbulu district in Manyara region in the northern part of the Tanzania. Secondly, the study was looking at the influence of truancy among students in community secondary schools at Mbulu district with the assumption that learners from the areas shares common characteristics like social economic status of the people, teachers' motivation and lastly, truancy cases were observed upon ordinary secondary students in various schools in the country.

1.12 Organization of the Study

The dissertation is divided into five chapters. Chapter one has given the background of the study, statement of the problem, research purpose, research objectives,

significant of the study and a conceptual framework. Chapter two presents a review of related literature and the knowledge gap. Chapter three consists of research methodology; arguments of adopting largely qualitative approach, data collection methods and data analysis procedures. Chapter four present data presentation, analysis and discussion; where chapter five (the final chapter) deals with the summary of the study, conclusion and recommendations. It is also present areas of further research.

1.13 Definitions of Terms

- **Truancy:** In this study truancy is regarded as absence from school with either parent's or teacher's permission without lawful excuse.
- **School dropout:** It refers to the extent at which students leave away from the schooling system.
- **Dropout rate:** It refers to the proportion of students who dropout from compared to the number students in a given cohort.
- **Community:** In this study, community is defined as a functionally related aggregate of people living in the particular geographical locality at a particular time.
- **Community secondary school:** Bray (2000) define community secondary schools as schools that have been established in partnerships with different actors. In this study, community secondary schools refer to post-primary educational institution offering secondary education.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The chapter begins by reviewing various theoretical literatures from different interpretation relating to the study. It was organized to cover the following issues: the concept of truancy, factors contributing to truancy, truancy in both developed and developing countries and research knowledge gap.

2.2 The Concept of Truancy

The concept of truancy is defined by many scholars. Reid (2000), defined it as student being absent from school for no legitimate reasons. On other hand Hunt, et, al. (2010), defined truancy as when a child missed school or class without an excuse from his/her parents/ guardians. It also means a child leaving school without the permission of the teacher or principal. When a child is consistently late for school, he or she was considered to be a truant. A truant is therefore a student who stays away from school without proper leave permission from school authority or the parents. Teaslsey (2004) also define truancy as a child who is absent from school on his own initiative without his/her parents' permission. However, according to Burke (2004), truancy can also be identified and characterized by neuroticism whereby student fear of teacher(s) makes him/her leave school and run back home for safety.

Van Breda (2006) describe truancy as multidimensional experience that student adapt with the combination of various social, psychological and institutional factors.

Other study suggest that not all “unauthorized absence” can be regarded as truancy, but however, not all authorized absences are meaningful to justify the absence (Whitney, 1994). Although different studies use different criteria to determine truancy, it is useful to count truancy, if a student misses class for the whole day or involves missing a lesson or parts of it.

For the purpose of this study, truancy will mean student’s absenteeism from school/class without getting any permission from either parents or school authority.

2.3 Contributory Factors for Truancy

Truancy was influenced by different factors from which each has its own complexity (Baker et al, 2001). The study discussed factors that contribute truancy, stemming from four core areas which include socio-economic status, geographical location of school, students’ interest in schooling and school administration and teachers’ related factors that encourage truancy. These factors are discussed here below; starting with parents’ socio-economic status.

2.3.1 Parents Socio- Economic Status

Socio-economic circumstances are considered to be among dominant factors that contribute to truancy for many students in various schools. Taylor (1999) agrees that broken homes contribute much on absenteeism of learners which lead to students drop out. Broken homes are caused by divorce, death of parents (one or both) or separation. Thus children belonging to the broken home(s) may or may not suffer economically. This depended on the kindness of other family around him/her, but

still the environment of losing parent(s) had some psychological effects to the child. The argument is also supported by Hess (2000) that persistent absenteeism and school dropout come from low income and broken families.

The study conducted by Michingabi (2003) revealed that socio-economic factors were among the dominant factors that contribute to pupil's truancy in various schools. Other researchers agreed that most of truancy is from economically disadvantaged homes (Auger 1970 and Migila, 2010). Children from such homes receive little attention from their teachers. The teachers were observed only to be interested in pupils who appeared smart and clean and perhaps known to be economically privileged. Pupils from under privileged homes were hardly getting academic help and guidance from their teachers. Usually poor children look dirty and unattractive; other children were not ready to accompanying them.

The neglected children tend to be truant and eventually could dropout from school. Parental care negligence could also result to truancy (Barongo, 2007).

Family economic well-being may or may not allow meeting cost of sending and maintaining pupils to stay at school in their course of study. The poor family income makes pupils unable to pay school contributions as well as to fulfill their school needs such as pens, books, and uniform (Nemes, 2008). Child labor was associated with poor family income. As a result, pupils were becoming absent and dropping out from schools in order to work to fulfill their basic needs. Such pupils were working in different occupations such as mining, animal herding, domestic activities and

farming and in small scale business to supplement family income as well as to acquire their school and other basic needs.

The study by Mcheka (2009), on pastoral communities reveals that, socio-economic factors significantly contribute to under-representation of pastoral communities in education. Those who were enrolled develop truancy, and eventually dropped out when their parents migrated from one area to another looking for water and pastures for their animals. After looking at the parents' socio-economic status in relation to students' truancy, let us dwell on geographical location of schools.

2.3.2 Geographical Location of School

Walking long distance by students particularly in the rural areas had a negative impact to school attendance. Student who spent some hours walking with an empty stomach reaching the school is less respective to learning as he/she is tired (Bunto, 2002). When they become sick or when it is raining, they are irregularly attending schools. Furthermore Bunto (2002) mentioned that the length of the journey to and from the school affects the attendance of both sex, and is particularly devastating for girls.

However, for proper school attendance, the maximum distances that children were supposed to cover before reaching the school should not exceed three kilometers (Emore, 2005). Residential arrangement (home), household chores, lack of time for private studies, problem associated with rental rooms, quality of hostel facilities, teaching and learning materials, general school infrastructures, teacher work overload, have been reported to be the motive to student's truancy.

Moreover, the study by Hyera (2007) revealed that, student's walking through thick forests with dangerous wild animals failed to attend schools regularly; hence students were discouraged and loose interest of going to school.

Farming occupation of some family where, they sometimes shift from home to farm land during farming season affects students' school attendance. Most of these students go with their parents for farming activity (ILO, 2006; Matekere, 2003). They took some days there, to work with their parents. At this point they play truancy and at last they dropout from schools. We have discussed the relationship between schools geographical locations and students' truancy; let us move to students' interest in relation to truancy in schools.

2.3.3 Students Interest in Schooling

A child lose interest of schooling or refuse to attend school can be caused by peer group, phobia, learning disabilities or difficulty in getting along with other students or teachers punishment. According to Kaur (2005) and Pearlin (1989), a frequently punished student will be a problematic person tomorrow because of them being sensitive reacts to the behaviour and disciplinary practices of adults either at school or at home. Corporal punishment, if very frequent, may become an ongoing hardship for the student at its greater potential for producing negative effects.

Peer group can influence an individual student not to attend school, encouraging him/her in activities outside of the school (Teasley 2004). School environment can influence student's interest of schooling or even impede him/her (Rumberger, 1987). When school environment impede students from schooling, they become truancy.

Irrelevant curriculum which bore students in schools can also impede student interest of schooling (Kilpatrick, 1996). Curriculum factor is about inappropriate course work which is less correlated with student's interest and needs. Similarly, Marburger (2001) point out that, lack of subject interest, unavailable opportunities for entertainment like sports and games, students mental capacity not matching with the course opted, too much disapproving from family, poor teaching skills and lack of confidence could also result to students absenteeism. At this point, students can develop disruptive discipline problem which result to consecutive school absenteeism.

Allied school activities like sports and games program are important for day and mind refreshing (Lotz & Lee, 1999). Other factors includes school infrastructure such as good and well ventilated classroom with enough chairs and tables, library with full of books, hostels and power supply. To be fit in mind, students should be provided with appropriate diet that could interest them to attend school. Educational stakeholders have to insure safe and friendly environment for the betterment of teaching and learning (Reid, 2000; Blakemore, 1981). The school with disorganized infrastructure and inadequate facilities encourages truancy and dropout. Apart from students' interest in relation to truancy in schools, we move to teachers related factors that encourage students' truancy.

2.3.4 Teachers Related Factors That Encourages Students Truancy

School environment where student do feel that no teachers care about them with tendency of teachers absenteeism, normally discourages student to attend schools and

even dropout (Kilpatrick, 1996). Further, Oghuvbu (2008) and Anangisye (2006) documented that teachers absenteeism encourage truancy in schools. Teacher's failure to teach their lesson as indicated in school timetable make students not see any reasons of going school.

Likewise, Steers (1977) accepted that different teachers possess different outlooks, confidence and abilities. They can have different state of stress and aggressiveness. These human variations make them to behave differently from one another and it can determine how they can attach to school activities and value their overall job performance. Steers (1977) also argued that teachers attachment to school activities can reduced rates of absenteeism than those who are less attached to school activities. It is also argued by Porter and Steers (1973) that personal characteristics have a direct impact to job performance. For example, job satisfaction or dissatisfaction manifests how an individual perform on his/her work. Vroom (1995), contended that attractive surroundings would lead to less withdrawal behaviours and unattractive surroundings would lead to high withdrawal behaviours. Such conditions do not only affect work productivity but also influence teachers' absenteeism and student's dropout.

Moreover, study by UNESCO (2006), reviled that those areas heavily affected by malaria or HIV/AIDS, teacher's absenteeism become worse. High rates of HIV/AIDS prevalence in schools causes morbidity among teachers in schools and therefore effects on quality of education delivery including less time for teaching, disruption of class schedules and insolence of work periods to the remaining

teachers. Apart from contributory factors to truancy mentioned earlier, we have something to learn in developed countries as we shall see below.

2.4 Truancy in Developed Countries

2.4.1 United States of America

In USA, truancy was marked as an early sign of students being at risk and a precursor for student dropout (Garry, 1996). Likewise some parents kept their children at home not only because the school is far, but is for the reasons that pertaining to the children`s role in performing farming duties or providing child care of their young.

It is also observed that, the problem of truancy and school dropout in USA were due to grade repetition, poor academic achievement, chronic absenteeism and behavioural as well as discipline problems that emanated from elementary school level (Dockery & Berry, 2010).

Additionally, irrelevant curriculum which does not address the immediate problems leads to truancy. Further, poor teaching methods used by teachers, old buildings and economic difficulties faced by some parents are regarded as factors that enhance truancy, and later on dropping out from schools. In terms of social implication, student`s truancy and school dropout, the USA Department of Justice`s exposed that more than eighty percentage of those in prison were at one time playing truancy. Van Breda (2006) noted that compulsory education also remove the responsibility of molding pupil`s character development by the family and community but it is

considered to be work of teacher's at formal institution such as a school. Apart from USA, New Zealand has also something to contribute on the same issue.

2.4.2 New Zealand

Collins (1998) Noted that in New Zealand, people did not accept compulsory education; in most cases children were not attending school simply because schools were not always located in reasonable proximity to their homes and physical facilities were not accessible.

On the other hand, wet weather often made country paths and rough roads impassable as number of children travel long distances to school along muddy roads which are sometimes blocked (look, 2005). These entire situation increases truancy in both region of the country. On the contributing factors from New Zealand; China also had this to add on students' truancy.

2.4.3 China

In china habitual truancy and non-attendance problem in primary and secondary schools is also a big problem. For example, Lau (2009) argued that, in 2005/2006, the habitual truancy and non-attendance ranked the second among all discipline problems, after disruptive behaviour. In the same manner truancy is matched with the opinion that school rules are often perceived by learners as petty and this created confrontations in schools which consequently lead to truancy Reid (2002). The issues of truancy were regarded as the broader problem that schools were facing in developed countries. This problem of truancy is also noted in developing countries as we shall learn below.

2.5 Truancy in Developing Countries

UNESCO (2009) reports on the World Children Documents had document that, about 130 million children in developing world were denied their right to education through truancy and school dropping out. Since students' truancy and dropout is a major problem in both developed and developing countries; it is wise to see also what is happening in developing countries. Let us begin with Afghanistan country.

2.5.1 Afghanistan

In developing country like Afghanistan the reason for students' truancy and drop out has mainly been the need for work at times. Children from poor and illiterate family were usually dropping out compared to the rich one. This indicates that the gap between the poor and rich family is widening in regard to education. Most of the parents were unable to provide school needs to their children (Mansory, 2007); and the high failure rates were reported to occur from grade three. Moreover, perceived quality of education and the ability of children to make progress through the schooling system can affect the priority placed on schooling within the household (Hunt, et al., 2010).

Pupil were learning nothing at school; School has poor learning condition as well as poor teaching methodologies which lead to low classroom achievement and low transition rates from one grade to another (Hunt et al., 2010). Poor classroom learning condition, poor teaching methodology with less classroom achievement leads to truancy and school dropout. After Afghanistan also Ethiopia has this contribution to students' truancy.

2.5.2 Ethiopia

In Ethiopia like any other developing countries, Word Bank (2004) emphasizes that household poverty is a major factor keeping many children out of school (as cited in Evans et al., 2009). Poor household families often cannot afford to send their children to school or are often forced to withdraw their children out of school at early age due to direct or indirect cost. With the regard of direct cost, household poverty restrains parents from sending their children to school as they are not able to cover expenses of stationeries, books, school uniforms, registration and transport. That family succeeded to send their children to school, fails to manage continuing cost that results to truancy and schools dropout. On the other hand Nigeria has something also to tell on students' truancy.

2.5.3 Nigeria

The study conducted by Alubanyi (2005) in Delta and Edo states in Nigeria indicates that distance to school has great effects on the attendance and academic progress of pupils. Pupils were required to walk more than five kilometers to school; which then thereafter resulted to high rate of absenteeism and school dropout. Apart from Nigeria, Uganda has the same problem.

2.5.4 Uganda

In Uganda, the monetary costs of schooling is considered to be a leading reasons for students' truancy and dropout while Universal Primary Education (UPE) is on progress in accordance with the National polices (Kasente, 2003). Cost is cited as a leading factor for truancy in urban than in rural areas. Children's low aspiration for

post primary education is the next important factor for student's truancy and dropout. Primary schools are more pronounced to be affected particularly older children aged thirteen to eighteen. In particular boys from the Eastern region of the country were attracted to engage in petty business to make money while it is early marriage and pregnancy for the girls. However, children many working hours per day, mostly summing up to midnight without resting and the scope of their work is not clearly shown. These activities cause students absenteeism and finally dropping out from school Walakira, (2008). The factors influencing truancy in developed and developing countries are discussed; now the study dwells on related studies on truancy in the Tanzania context.

2.6 Related studies on Truancy in the Tanzania Context

In Tanzania, Oghuvbu (2008) reported that, some schools are inappropriately located, such that some children were living far from school, and some pupils fail to attend school daily. With the rapid expansion of secondary education, distance to school has become one of the serious problems facing schools in Tanzania. These factors may cause poor school attendance and dropout. Supportively, (Matekere, 2003) point out that the distance from school is a major factor behind the low school attendance. Furthermore, life style of pastoralist or nomadic communities becomes difficult for them to live in permanent settlements. Therefore children from this family cannot attend schools regularly and in most cases fail to complete full cycle of any given level of education. Nomadic usually leave their villages especially during agricultural periods and go to their farming settlement (pre-villegalization or pre floods settlement) which is suitable for agricultural practices (Kailembo, 2000).

During that time, student's school attendance of both primary and secondary become adversely affected. Majority of the children ceases attending school in order to go and live with their parents either temporarily or permanently.

In Tanzania, poverty is the most mentioned factor that causes student truancy (URT, 2009). In most cases, children from poor families are the ones who miss school frequently (Evans, 2002). It has been noted that children may not attend school often because they need to work in supporting themselves and their parents.

Despite of parents using their children doing some petty businesses in the street like selling food stuff and water to get money for a living, some students use parents' poverty as a shadow to miss school and engage on small income generating activities and consequently end up being a streets children (Evans, 2002).

For some cases, parental care and household characteristics play an important role for truancy. Provided household work load mostly affects the numbers of hours that student's has to attend schools (Burke & Beegle, 2004). Some of guardians do not care much about schooling for other children they used to care; instead they value education for their own children. When a child of their relatives does not attend school, less serious follow-up is done upon him/her.

Education and poverty are dependent factor such that; lack of education causes poverty and family poverty on its part cause student's failure to attend school. The study by Smith (2005) came up with the results that there were observed large number of students all over the country who are absent from schools. The

government is mostly blamed as it fails to finance education. Therefore, children from poor families develop truancy and later on completely dropout from the schools and the circle of poverty were completed.

Similarly, Nkoma (1979) maintained that persistence of truancy and school dropout in any given area depend upon the degree to which that area had been developed and the peoples' general level of education.

Those who are employed by the government and private sector are sometimes at risk of their children to be truants, or even dropout from schools due to transfer from one region to another. Other parent migrates from rural to urban seeking paying employment and limiting educational chances of their children. HIV/AIDS pandemic has great influence on pupil truancy and school dropout. Lyimo (2003) had point out the problems that orphans experiences at the household and community levels. Children whose parents died of HIV/AIDs and other related diseases are left poor.

Family with sick person (father, mother, or even the child) uses much of its resource to take care the patient(s). No money or very little amount was left for other expenses.

The problem that, family uses most of its resources to take care of patient(s) leads to insufficient resource left to support living and students' schooling. At the same time girls take the responsibility of being care givers to the family and their young; and such prevents them from regular school attendance (Juma, 2001). Moreover, some

pupils who are living with HIV have to attend hospitals occasionally to get treatment when they are sick so they miss schools.

In rural areas, many of the girls do not attend school regularly because they engaged in home chores like fetching water, cooking, cleaning houses and staying home with siblings when their mothers are away (Machimu & Minde, 2010). Their school attendance was interfered and eventually develops truancy which ends up to school dropout. Teacher's morale in teaching has to be natured and encouraged to make school environment friendly for teaching and learning activities.

All educational stakeholders (teachers, parents and policy makers) together have to discuss truancy problems with the regard of geographical location of the area and socio-economic activities of the people.

2.7 Research Gap

The surveyed literature provides information about factors that contribute to student's truancy as well as contributing factors in general ranging from socio-economic status of the community to school environment. All literature surveyed there is no study on the factors influencing truancy in community based secondary schools in the district. Therefore, this study anticipated to fill that gap

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides the description of research methodology employed in this study. According to Kothari (2004), research methodology refers to a systematic way applied in addressing the research problem. It describes the methods and techniques employed in conducting the research study.

The chapter covers research approach and design, area of the study, the population, sample and sampling techniques. It also provides data collection methods, instruments for data collection, validation of the instruments, data analysis procedures and ethical consideration.

3.2 Research Approach and Design

The study used qualitative approach to collect data from the field. Research approach depends on the problem to be researched. Therefore the choice of the approach depends on what the researcher was trying to find out (Silverman, 2011). This study adopted a qualitative research approach because of several reasons. The nature of research favoured qualitative approach which deals with social phenomena. In this approach factors influencing truancy in community based secondary school in Mbulu district were smoothly discovered because qualitative approach is social centered. It allows participants to give their own accounts which lead the researcher to discover reality through their own words.

This approach was also chosen because of its flexibility in research design and data collection. The research design is not completely specified in advance. It continues to be remolded and modified as the field work continues. In this case the researcher does not approach the study with hypothesis to test or standardized questions to answer.

Therefore, though a researcher has an idea of the problem, he/she cannot predict the answer from the participant. Although this approach is good in research of social phenomena still it has limitations.

According to Hughes (2006), limitation of qualitative approach was the problem of adequate validity and reliability because of the subjective nature of qualitative data and its origin in single contexts. It was also difficult to apply conventional standards of reliability and validity. The triangulation approaches such as different methods of data collection and different categories of respondents included in the study enabled the researcher to cross-validate, confirm and add proof to new information. Therefore, useful qualitative findings generated through qualitative methods such as interview, focus group discussion (FGD), Observation and documentary checklist were used to bring credibility of data. The focus of using multiple data collection instrument was to strengthen the authenticity of the qualitative interpretive inquiry. Also unlike quantitative, qualitative finding cannot be generalized because of in-depth nature of the study as it cannot cover a large area to diverse generalization. Moreover, the researcher strived to be neutral, non-judgmental and report what is found in the balanced way.

Case study design was used as it was the best in investigating research problem in its natural setting (Yin, 2009). The design was selected because, first; the case study allows researcher to provide a thick and detailed of the research problem which would help the researcher to understand the events of truancy in the community secondary schools. In this study, the researcher conducted intensive interviews, focus group discussion, observation and documentary review to collect data. The case study also allowed the researcher to investigate complex phenomena in its real life activities using multiple sources of data (Cohen et al., 2011). The focus of using multiple data collection instrument was to strengthen the authenticity of the qualitative interpretive inquiry.

3.3 Study Area

The study was conducted at Mbulu district in Manyara region. The area was selected by the researcher in the sense that, the district had adequate community secondary schools and the problem of truancy was much experienced. Also, very little was known about the factors that influences truancy in community secondary schools in the district.

3.4 Target Population

Tuckman (1994), referred the term population as the group set out to study. Econ (1998), adds that population are the people that researcher has in mind from whom he/she can obtain information. Kombo and Tromp (2006), population is the group of individuals, objects or items from which samples were taken for measurement. It refers to an entire group of persons, or elements that have common characteristics. In

this study targeted population consists of all head of community secondary schools, teachers and their students at Mbulu district in Manyara region.

Up to December 2014 there were thirty nine (39) secondary schools in Mbulu district in which thirty four (34) were community based secondary schools, four (4) are private secondary schools and only one (1) seminary school. Thirty four (34) community secondary schools is therefore targeted population for the study.

3.5 Sample and Sampling Procedure

3.5.1 The Sample Size

According to Fraenkel and Wallen (2000) sample is a smaller group of subjects drawn from the population in which a researcher is interested in gaining information and drawing conclusions. It involves a process whereby a researcher extracts from a population a number of individual so as to represent adequately a large group. The sample size of the study and its composition is as shown in the table below;

Table 3.1: Composition of the Sample size of the Study

S/N	Respondents	Male	%	Female	%	Total	%
1	Head of school	03	75	01	25	04	100
2	Class teachers	02	50	02	50	04	100
3	Discipline teacher	02	50	02	50	04	100
4	Students						
	School A	05	50	05	50	10	100
	School B	05	50	05	50	10	100
	School C	05	50	05	50	10	100
	School D	05	50	05	50	10	100
	Total	27	52	25	48	52	100

Source: researcher field data –March 2015

3.5.2 Sampling Procedures

Sampling procedure is the procedure used to select people, place, or things to study in the targeted area (Kombo & Tromp, 2006). It is a process of selecting a sub-group from a larger population with elements necessary to provide information for the study. This study employed both probability and non-probability sampling techniques to obtain sample of the study. Probability sampling involved simple random techniques and for non-probability sampling, purposive sampling techniques was been used.

3.5.3 Purposive Sampling

This is a technique for selecting elements of sample to be studied in which the researcher selects element purposefully because they possess important information for the study. In purposive sampling, sample elements judged to be typical or representative are chosen from the population. The techniques will be used to get sample of head of schools and discipline master/mistress.

In using the techniques, the researcher considered the gender to select both four (4) head of schools and four (4) discipline teachers respectively as shown in the sample frame.

3.5.4 Simple Random Sampling

In a simple random each item or element of the population has an equal chance of being selected (Kothari, 2004). Simple random method is used if the sample obtained obeys the criteria of randomness. In the this study a researcher used simple random

sampling in selecting four (4) schools, four (4) class teachers and forty (40) students from the population who participated in the study.

3.6 Data Collection Methods

Different data collections instruments were used to cross-check accuracy of data gathered and thus maximize validity and reliability of the study. Data were collected through interview, documentary review, focus group discussions and observation.

3.6.1 Interview

According to Stake (2010), interview is a form of conversation with the purpose tailored to the achievement of the objectives of the research. It is the interaction and exchange of dialogue that may involve one to one interactions, or group interview, and may take place face to face or through the telephone (Kombo & Tromp, 2006).

However, Kothari (2004) accept that, interview is a method of collecting data which involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses through personal interviews and telephone interviews.

Interviews allow a researcher to ask the question, “why”. It is argued that the interview enable a researcher to explore some topics in depth and discover the reasons and motivations which make the participants acts in a certain way.

The purpose of interviewing people was to find out what is in their mind and what they think or how they feel about something. An interview allowed subjects to

provide their interpretations of the world in which they live and express how they regard for the situation from their own point of view. The interview questions are found behind this study in the appendices part.

The study employed a semi-structured interview which give the researcher ability to probe and ask follow-up questions thereby gaining a deeper understanding of the interviewee's experience, feelings and perspectives concerning the topic under discussion and collect the information of the world in which the respondents live.

Therefore, the researcher conducted individual interviews to collect data from four (4) head of secondary schools, four (4) class teachers, one (1) from each school, four (4) discipline master/mistress(s), one (1) from each school and forty (40) students from four selected community secondary schools in Mbulu district. During face to face interview, the researcher built friendly environment, using simple and polite language with short and clear interview questions.

3.6.2 Documentary Analysis

Guba and Linkolin (1998), defined a documents as any written or recorded material, which was not prepared for the purpose of the inquirer; and Kombo and Tromp (2006), referred it as secondary data. The documents referred to gathered data that has already been collected by someone else. In this study the researcher went through school admission registers, attendance registers, discipline files, school management files and school annual reports for which these documents were reviewed.

However, different records on student's enrolment, attendance and a number of regular truants in selected secondary schools were studied. The information from the document used to counter-check the trustworthiness of the information collected through interviews.

3.6.3 Focus Group Discussions

This is a method which involves identification of a group of people normally not more than eight where by questions are passed to them and answers are collected through discussions (Kombo & Tromp, 2006). Under focus group discussion, respondents from similar background or experiences discuss a specific topic as designed by the researcher. The strength of focus group discussion relies on allowing the participants to agree or disagree with each other about the issue. It helps to get into insight about the issue, the range of opinion and ideas, the inconsistencies and variation that exists in that particular group in terms of beliefs, experiences and practices.

The objective of focused group discussion was to get high quality data in a social context where people could consider their own views in the context of the views of others. Focused group discussion is considered to be important because it helps to identify the participants' experiences, attitudes and beliefs about the problem of truancy in that particular school. Focus group discussion allows participant an opportunity for peer commentary expressed by others regarding topic of truancy.

The discussion helps to obtain practical suggestions and recommendations from the participants on the factors influencing truancy in Mbulu district community

secondary schools. This technique promoted interaction among participants and stimulate most of them to state their feelings and experiences on the phenomena, which they otherwise not express if interviewed individually.

3.6.4 Observation

Observational data are the information collected through observing directly what is happening (Stake, 2010). It is the collection of information by way of researcher's own observation, without interviewing the participant.

Careful interpretation of what is being observed is the key point to the researcher during observation. The researcher visited classroom in the sample schools to observe classroom setting, available classroom facilities, teaching methodology and how classes were conducted. Observational check list was used to maintain the focus and the researcher record against each item. The observation checklist is found in appendices part.

3.7 Data Analysis Procedure

3.7.1 Qualitative Data Analysis

Bogdan and Birklen (1992), defined qualitative data analysis as working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what to be learned.

In this study, qualitative data was analyzed by transcription of information basing on the research instruments used in data collection in the field. All recorded interviews

were dated, copied out and labeled according to where and when it was collected. Data gathered was sorted into identified patterns. Procedures started by categorizing data and grouping them on the basis of their themes.

All information and data addressing a particular objective was grouped together and interpretation of each was done in line with the research objectives. The researcher used content analysis techniques to analyze data gathered through focus group discussion where he organized oral information collected into themes and categories, continuing revising the information until a final perspective emerges.

Analyses of the themes were done strictly according to the issues pinpointed in the literature review and the theoretical framework. At this stage, large amount of unorganized data were reduced into a manageable and analytical meaningful of data. Mile and Huberman (1994) argue that data reduction is logical part of data analysis in qualitative research because processing huge amount of data is difficult and time-consuming.

Data obtained from documents was reviewed and grouped together to show trends and widen the scope of understanding on the factors that influence truancy in community secondary schools in Mbulu district in Manyara region.

The information from documentary review as well as observations was incorporated to those from interview so as to get the full picture of the theme and to see if there was convergence.

3.8 Validity and Reliability of Data

Validity and reliability of data depend on the instrument used in the research (Kothari, 2004). Validity refers to the degree to which a method, a test or a research tool actually measures what is supposed to measure.

Reliability refers to the ability of an instrument to produce consistent results that means the method, or a test or a research is reliable if it produces the same results whenever it is repeated. (Kothari, 1990). Reliability of data was observed through triangulation method of data collection (one to one interviews, focus group discussion, observation and documentary analysis).

In order to ensure validity of the data collected and reliability of research instruments, a pilot study was conducted in one of the community based secondary school in Mbulu district. Also the supervisor assisted to refine the instrument focusing on the study, research task and questions.

The collected data was been analyzed and the result from the pilot study helped the researcher to identify and clear out ambiguities caused by the instrument. In all, validation of research instruments continued during the field work by correcting, restructuring and modifying parts or whole questions whenever the needs arise as the study proceeds.

3.9 Research Ethical Considerations

Social research deals with human beings to conduct investigations. Researchers were therefore having a clear responsibility to ensure that, they recognize and protect the

rights and general well-being of their participants (Cohen et al., 2007). Such ethical issues that the researcher has to consider in the social research that involves human being includes voluntary participation and harmlessness, anonymity, confidentiality and disclosure (Bhattacharjee, 2012).

In ensuring anonymity and confidentiality, the researcher concur with Cohen et al (2000) that although as a researcher knows who has provided the information or able to identify participants from the information given, the study made no connection getting them to be known publicly; the boundaries of surrounding the shared secret was protected. The study therefore was in a position to keep faith with those who have helped to get the relevant information to this study.

Research ethical consideration was very important to ensure that the research norms are adhered to while considerations were given in order knowledge and truth is kept to avoid errors. To carry out this study research clearance letter was collected from the Open University of Tanzania and submitted to the district authority. Thereafter the researcher was provided the permission letter by the district executive director (DED) to conduct data collection from schools. All these are attached behind this study in appendices part. Appointment was made to meet all the respondents of the study.

During the process of data collection, self-introduction was made first. All respondents were assured for the confidentiality of their information and hence not required either to mention their names, or they were not forced in any way to answer question(s) that makes them uncomfortable.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The study aimed at finding the factors influencing truancy in the community based secondary schools in Tanzania, a case study of Mbulu District. Four research objectives were used to guide the study. Data was collected from four sampled secondary schools in the district. Participants included forty (40) students, four (04) class teachers, four (04) discipline teachers and four (04) Heads of schools. The findings from the study was presented and analyzed critically according to the themes derived from four research objectives. Data was collected through interview, documentary analysis, observations and focus group discussions.

Presentation of data was selective because it was not possible to present all stories. Stake (1995) as in Rwegelera (2010), comments that choice is inevitable although many researchers would like to tell the whole story. According to this study, choice and selection of data were made as well as decision on how much and on what to tell others according to the study purpose.

In this study, names of the participants and the secondary schools visited were not mentioned due to confidentiality and research ethics. The interview was tape recorded and also note book were used.

Data was transcribed, sorted and analyzed according to specific objectives of this study under the following themes.

- i). Students' interest in learning
- ii). School administration and teachers' attitudes in relation to students' truancy.
- iii). Geographical location of schools
- iv). Family economic status

These factors will be discussed according to the data collected in the field on factors which influence students' truancy in community based secondary schools in Mbulu district. Here below we start with students' interest in learning.

4.2 Students' Interest in Learning

Students' interest in learning can be influenced by many factors bad and good ones. In this study the analysis of information from interview and focus group discussion identified eight (08) factors which influence students' truancy in Mbulu district community based secondary schools; these include Corporal punishment, Peer groups, Teacher-students relationship, Teachers absenteeism, Engagement in love affairs, Students academic background, Globalization and Illness. The influence of each factor on students' truancy is discussed below.

4.2.1 Corporal Punishment

Corporal punishment in schools has relationship with students' truancy in community based secondary schools. From the findings, 16% of the participants revealed that student's truancy was caused by corporal punishment administered to students in schools. Participants complained that corporal punishments which were mostly administered by teachers were mostly caning, others are walking on knees,

jumping like frog, watering flowers, weeding small school farms, digging pits and uprooting trees stumps.

Corporal punishment and others as mentioned above did not stop students truancy in schools visited, but they hated punishment, especially caning was the most hated.

In student focus group discussion, co-caning by teachers emerged as a factor that increases truancy instead of reducing it. Also on the same issue student from school

A during interview in regard to corporal punishment had these to say;

If a student is late for only five minutes and identified by the teacher on duty, will be stricken a lot of sticks directed anywhere even if lateness was due to good reasons. A decision of going back home or hiding elsewhere until the school hour's end would be better and safer than facing the teacher.

On the other hand another student from school C added:

Someone can be captured on breaking school regulation, let's say by making noise in the classroom the teacher on duty or even class teacher would come in and find out the most naughty as will be mentioned by the fellow students and perhaps on oppressive basis the student will be assigned to uproot a stump which will take him/her the whole day or two days. Then due to tiredness, the student must pretend to be sick in the following day in order to avoid further punishments and justify more absences.

The findings above indicate that students tried to escape events which could lead to corporal punishment by absconding themselves from school for the whole day, or even for some days. Therefore, corporal punishment enhances truancy.

Likewise, teachers on the other hand admitted that they used to cane students in line with the education Act of 1978 of not caning more than six strokes on the buttocks for boys or palms for girls.

These findings from interviews and focus group discussions reveal that, corporal punishment in schools was an accelerating factor to truancy rather than reducing it. It also accelerates violation of the child's basic rights. It is possible to argue that violations of child rights in Tanzania have been due to a lack of a common understanding as to who is a child (Dachi and Garrett, 2003). As stated elsewhere in this study, students were not against caning or any other corporal punishment as they admitted breaking school rules and regulations, but what they said was the right of being listened to and rationality in administering the punishment.

However, students in schools are rational who can judge their own position regarding decisions that appeared to affect them. In this global zone, students learned from various sources on what goes on in other parts of the world where traditional approaches to punishment are no longer in place. Students need to be told their faults, consequences of their faults and possibly the way they could avoid faults. Although, some teachers feel that they need to apply corporal punishment to mould student discipline so as to reduce truancy behaviour as well as enhancing them academically (Naker and Sekitoleko, 2009). On the other hand, the child welfare organizations have policies opposing the use of corporal punishment. Similarly, many educationalists are against corporal punishment because of the affront to the child's dignity (Larzelere, 1999).

From this study the researcher discovered that both mild and severe corporal punishment have negative effects on students' confidence, creation of fears and hesitation, hindrance toward learning which resulted in irregular school attendance.

hence truancy. Moreover, corporal punishment is being used as a means of disciplining action against children and students worldwide but as a catalytic action of education, it need to be planned particularly and executed with great sensitivity. Apart from corporal punishment also peer groups act as a catalyst for students truancy as we shall discuss bellow.

4.2.2 Peer groups

In this study it was observed that, 15% of the student participants reveal that, they practice truancy as they strongly interact with other groups outside the school taking alcohol, smoking, playing card and pool table. Finding also show how boys and girls are engaged to various social interactions with themselves and other people outside the schools. This happens when students interact with different people while on their way to or from school.

In this study peer group is made up of secondary school students from whom the researcher sought out information about students' truancy in schools. Peer groups was one of the factors influencing students' truancy by tracking behavioural changes taking place as a result of one's involvement in the age group.

However, many students are coming from economically disadvantaged families to the extent that they lack pocket money to cover their individual needs. This makes some of the student participants to involve themselves in practicing sex at a young age. Girls for instance, engage in love affairs with the villagers. At the same time, it is difficult for the teachers to monitor all students when they are out of school

environment doing illegal activities during school hours. The participants were of the view that there was a relationship between peer pressure, pressure from outside the school and the option of the particular student to attend school irregularly. During interview, one student from school A narrated that:

I was being forced to play truancy because most of my friends had their own mobile phones and they had money all the time, so they insisted me to engage in the same group. In order to get money and other needs we should visit friends outside the school during school hours without awareness of my parents.

From this view, it was noted that most of the parents in sampled schools were not monitoring daily behaviour of their children and fails to understand what their children are doing, hence play truancy without awareness of their parents. Peer groups can strongly change the character of the students to be good or bad, depending on the nature of the groups character (Teasley, 2004).

This was also supported by Eastman, et al. (2007) in her study that many incidences for school girls' truancy resulted from peer groups. Girl students escape from school and practice sexuality, wishing to prove fertility or enhancing relationship with their friends.

On the other hand (Babcock, 2009) insist that peer group are more powerful than parents in shaping students values. Teenagers sort themselves out into peer group that vary in their attitude towards intellectual achievement and usually anti-intellectual groups even in middle class neighborhoods. Apart from peer group also teacher-students' relationship has an influence on students truancy.

4.2.3 Teacher–Student Relationship

From the finding, 10% of the participants revealed that, teacher-student relationship was the main causes of student's truancy. Students complained that their relationship with teachers were not good that made them to escape from school or sometimes not coming at all, this led them to truancy. Teven (2001) also supported that, the quality of the teacher- students' relationship has an impact on the students' truancy.

During focus group discussion with students in school A, one female student commented;

Teachers frustrate students for no reasons. For example I come into a personal conflict with a teacher as he bit me simply because I denied him when he seduced me. Sometimes a male teacher can force relationship from a female student but when she rejects, student face harassment from the teacher to the extent school become difficult to her. This makes student to escape from daily classes or for the whole week to avoid the teacher.

It was evident from such comments that teachers were not friendly to students as they want to fulfill their sexual desire with them. This resulted to snow-balling conflict affecting efforts by students to attend school or discourage parents from pushing their children to school.

This goes in line with Raver (2003) finding, which reveals that teachers discrimination, cruelty, punishment and negligence, were among the teacher centric reason of students' truancy in rural secondary schools. In this study most students indicated that teacher's uncaring behaviour acts as a push out factor to them hence truancy in schools.

A positive relationship between students and teachers both in and out of class reduce the probability of students' truancy in schools particularly to students from disadvantaged background and those experiencing academic difficulties.

Furthermore, researchers such as Hale (2001), have observed that most students experience truancy because of conflicts with teachers as well as punishment offered by those teachers.

Sumra (2006) in his writings observed that factors internal to the school such as disciplinary policies or conflicts with students or teachers might accelerate students' truancy in schools.

Clearly, the most important for students to cope with their environment at school is to have a positive relationship with their teachers, absence of that made many of the students to play truancy in schools the researcher studied. On the other hand teachers' absenteeism activates truancy in schools as we shall learn below.

4.2.4 Teachers' Absenteeism

Teacher's absenteeism was also mentioned as contributing factor to student's truancy in schools. The study showed 14% of the participants revealed that teacher's absenteeism contributes to student's truancy in sampled schools. It was found that teachers spent few hours in classes, teaching ten to fifteen minutes only instead of forty minutes as observed by the researcher in school A and B and spent the rest of their time doing their own business instead of covering allocated teaching subject

periods. During interview with a student from school D, response to the question based on the matter of teacher's absenteeism, he narrated that:

Imagine sir, Teachers are busy with their own business and are not attending their allocated periods daily. We are not taught number of periods. We have paid school fees but teachers do not stay at school to teach us. Our parents incurred all these expenses, and after four years the student is being rewarded division zero.

On this issue even the teacher from school B commented:

The teacher enters the class, provide the notes and leaves. It becomes the duty and obligation of the class monitor to write the notes on the blackboard for other students to copy. It will take a while for a teacher to reappear in the class, and when he appears, he just passes through the topics very briefly and in such a way that, the chance for discussions or even asking questions is not accommodated.

On the other hand, students admitted that some teachers could not teach at all or attend their periods irregularly as a result they poorly cover the required topics of the respective subject.

After the examination periods, the failure of the teacher to praise students work and to accommodate their needs or listen to them create academic difficulties as students remain alone without any help and assistance from teachers. This atmosphere created irregular attendance among students to some subjects as they feel being neglected by their teachers, hence truancy.

Although from the study, a researcher learned students' dissatisfaction with performance of teachers and the school system in general which could result to students' truancy.

Meanwhile, school with committed and acceptable teachers' attendance could be the most important influence to reduce students' truancy in schools compared to schools with poor teachers' attendance and low teaching time.

Likewise different studies have indicated great teachers' absence of up to 70 percent which to a large extent affected students' morale to schooling (Sumra 2006, URT, 2009). Teacher absence without any significant intervention could not be counted as something chronic but an aspect poorly managed by inspectors of schools. Currently the inspectorate is based on zonal level where they cover several regions. Since most regions have more than 150 schools, it is important to have the inspectorate body decentralized to regional level.

Omari, (2002) contended that schools in Tanzania are not working very well and that, lack of good education today is the foundation of many social and economic disasters and problems of tomorrow.

Another study by Ryan (2001), found that institutional factors such as teachers' absence, boring subject, gang affiliation and detention contributed to students' truancy from school. This is also supported by Anangisye (2006) who points out that teachers' absence induces student truancy in most schools due to boredom while in class. According to this study, it was common to all schools that absence of teachers made many of the students not attending schools they remain playing in the ground and roaming around the school compound. Therefore teacher absenteeism led students to other behaviour in schools including engagement in love affairs among students.

4.2.5 Engagement in Love Affairs

The study also sought information on students' engagement in love affairs. From the findings 10% of the participants revealed that students' engagement in love affairs was another cause of students' truancy.

Regarding students engaging in love while in school, it was discovered during students focus group discussions that most of students both boys and girls cheated their parents by leaving home in school uniform while keeping civilian clothes in their school bags. Once they left home, they changed from school uniform to civilian clothes and engaged in other business such as visiting friends, engaging in paid labour and prostitutions. One of the student from school B, she narrated:

In this school, some students cheat their parents and other community members that they are attending school while not. They leave home while in school uniform and put civilian clothes in their school bags. On their way to school they change and put on normal clothes and snake into labour market or petty trades while some girls engage in love affairs with boyfriends or other villagers.

From the information given above and supported by other group members, a school boy or girl was no longer a delicate creature before the community since community members could employ them or engage them in love affairs while knowing they were students.

Knowingly, student engagement in love affairs while in school is considered as breaking of school rules and regulations that resulted into punishments. Students on their side might consider these to be suppression. Findings revealed that, students who engaged in love affairs or broken other school regulations, decided to escape

teachers because of fear, and these increases the gap between student-teacher closeness, hence increased the rate of student truancy in schools. Moreover, students needed to be persuaded to abide to school rules and regulations and this could be possible through having well planned and well implemented time table in schools.

The findings of this research correspond with Van Breda (2006) that 55 percentages of school truants in South Africa had histories of sexual abuse and maltreatment. In this study, the respondent had also explained that sexual misbehaviours were adversely affecting the learning atmosphere in their school. During interview with the students, one student from school C said:

In our school, some students attend night clubs and music in dance hollies for which all the costs are incurred by their boyfriends. Normally they go to clubs during weekends for which on Mondays they fail to come to school. This makes them to miss classes and remain with their boyfriends or girlfriends sometimes in rented rooms or guest houses while others who miss school are found committing to do other business such as fetching water in tea rooms, playing pool table, playing cards, drinking local beer and smoking.

Talking with the students discipline master, it was also discovered that some community members around the school are not cooperative. Some of them hide students in their houses where they perform some domestic chores or fetching water. This situation reaches an extent case in which some engaged in love affairs with female students. This was discovered in the field when a researcher went through some school discipline files. Therefore, when students have alternative places to hide and supported by community members truancy behaviour would be difficult to control. On the other hand truancy is associated with academic background as discussed below.

4.2.6 Students' Academic Background

The study show 14% of the participants revealed that students who have poor academic background in visited schools are reported to lose interest in schooling hence to play truancy as they faced difficulties in attempting homework and other academic activities. It was also reported by all class teachers that some of those entering form one demonstrated poor academic ability but they had to accept and register them as they were officially posted to schools. Head of school from school B on student academic back ground, he had this say:

For almost three years now, form one entrance is witnessed by having students who are not able to read, write and count. These students cannot find schooling enjoyable. Since they fail to cope with schooling processes as a result they play truancy.

The above assertion was further justified by one school boy from school B. This student during interview got difficulties even to express himself in Swahili. Study by UWEZO Tanzania (2010), indicates that 49.1 percent of Tanzania children complete primary school without the ability to read even a standard two level English story.

Therefore as the student fail to master English language which is the medium of instruction in learning, they found school not friendly to them and found it better not attending school regularly, hence truancy. Apart from student academic background also truancy is influenced by globalization.

4.2.7 Globalization

In this study globalization was seen as the contributing factor for truancy since 14% of the participant reported negative effect of globalization. Students were affected

with things such as mobile phones for which student take most of their time in chatting with their mates. Others use to play games in computers in the street, attending social websites in facebook, twitter, you tube and instagrams with their friends by sending messages. This has resulted in our lives being intertwined with people in all parts of the world via the food we eat, the clothing we wear, the music we listen to, the information we get and the ideas we hold. It is all about the internet, cell phones, and computers.

The outcome of students' spending time with mobile phones leads them not to finish their class activities on time. This makes them to escape their teachers by not coming to schools in the following day for the fear of being punished. In relation to the study, UNESCO (2011) had define globalization as the ongoing process that is linking people, neighbourhoods, cities, regions and countries much more closely together than they have ever been before.

One of the students from school A commented;

Sir, some of students used to go to video games in internet cafe during class hours and some goes to play pool tables. Also students used to mobilize themselves through face book, instagrams and whatsapp in order to attend social event and night clubs during weekends. On Monday they fail to attend school and remain with their mates in rented houses.

From the above statement it was observed that globalization has greater influence to both boys and girls in which most of them fail to attend their regular classes or even failed to concentrate to their studies at school. This was witnessed during the study as most of the students were having phones even when they were in classroom, these could be used to communicate with outsiders. Most of the communications made

were not educational as confirmed by the student from school A during interview. It was basically on jocks, gossips and love affairs. Apart from globalization, illness is another factor that contribute to students' truancy.

4.2.8 Illness

Illness was least mentioned as another cause that influenced truancy in community secondary schools visited but it cannot be ignored, it contributes 7% of the participants reason for students truancy. The mentioned factors under the aspects were poor treatment and malnutrition due to family low income. During focus group discussion with students in school C, one participant had this to add:

Some of us remained at home especially when one get sick since some of the parents were not ready to take them to hospital for proper medical care. The affected student had to remain home before turning back to school. Under this situation, the students had played truancy for a period until he/she get well.

Also, another student from the same school commented that:

Some of the students for a long time were being away from school due to illness as some do not receive the proper care and medical services. Due to this, they missed up their studies and thus increasing the truancy rate at our school.

The information gathered through interview, FGD and document review had confirmed that students' illness had much to do with student's truancy in their study. Illness excuses bring loophole to lazy students lying sometimes not to attend schools as they pretend sickness. Family low income of some parents was being the reason of some parents to take their children for poor medical care. Apart from students' illness the other factor was school administration and teacher attitudes in relation to students' truancy.

4.3 School Administration and Teachers' Attitudes in Relation to Students' Truancy

Under the theme, school administration and teachers attitude in relation to students truancy the study come out with the following factors;

- i) Lack of facilities and resources
- ii) Under-staffing and incompetent teachers
- iii) Guidance and counseling

4.3.1 Lack of facilities and resources

From the findings, 30% of students' truancy was due to the lack of facilities and resources in schools. During interview with teachers and documentary review the researcher had confirmed that teaching and learning in most of the sampled community based secondary schools in Mbulu have been the problem for the couple of years.

This situation was depicted by teachers' respondents from the sampled schools. Teachers' revealed that students sometimes tend to stay at home for some hours or even for the whole day. This is due to the fact that they lack learning facilities such as books, exercise books, shortage of teachers and classrooms. In school C, there were no enough classrooms to accommodate all students.

Sometimes students were shifting from one room to another with their tables and chairs. Those who fail to find tables and chairs to sit had to remain standing for the whole of the class periods or sometimes share the chair with their fellows.

This situation hinder teachers to make follow-up of class absentees and therefore, in the side of students, it is like the normal culture to stay away from classes as there was no follow-up upon them. On this issue one of the students from school C commented;

Our school is lacking conducive infrastructure to support learning, some students share one chair during period(s). Situation causes students to compete even fighting for chairs during change of classes. The situation encourages others to quite from school before the normal departing time due to frustrations.

On this situation Bunto (2002) has something to comment as it shows the quality of education in most of the Sub-Sahara countries is affected much by inadequacy of teaching and learning facilities. It is a true fact that, lack of teaching and learning facilities in schools have been the sources of the students' truancy in Mbulu community based secondary schools. Apart from lack of facilities and resources, also under-staffing and incompetent teachers influence students' truancy.

4.3.2 Under-Staffing and Incompetent Teachers

The study finding show 27% of the participants revealed that Under-staffing and employment of incompetent teachers were other reasons for student's truancy in community based secondary schools. Under-staffing also caused some of the teachers to take multiple roles in schools and become overloaded with many teaching periods, while heads of school/s were forced to use form six leavers to teach as part-timers. The evidence on this was given by one head of school from school C who commented:

Because of the shortage of science teachers, I am forced to hire part-time teachers mostly form six leavers who were not trained as teachers in order to reduce the teaching load.

Another head of school from school A added:

I usually use teachers to act as an accountant or store keeper because the required staff for the post was not employed. Therefore, for that task they cannot afford to attend all the allocated period and to pass over students assignments; I had to use them.

This is obvious students did not come to school regularly once they learnt there were no teacher for their respective subjects. From the present study, lack of teachers was noted to cause truancy among students in the sampled secondary schools. From the sampled schools, there was an acute shortage of science teachers in both school B, A, D, and C where the teacher-students' ratio was 1:53, 1:101, 1:102 and 1:249 respectively. For example, among the visited schools, one school had only one science (Physics and mathematics) teacher and unfortunately he was the head of school.

The study results concur with Bennell & Mukyanuzi (2005) that the shortage of teachers experienced by public secondary schools in Tanzania has been one of the major causes of students irregular attendance in most community based secondary schools. Table 4.1 shows records of teachers in sampled schools.

Table 4.1: Records of science and social science teachers

Sampled Schools	Science Teachers			Social Science Teachers		
	R	A	S	R	A	S
A	16	05	11	16	22	+06
B	22	08	12	22	26	+04
C	11	01	10	11	12	+01
D	17	05	12	17	10	07

Source: Field data (March, 2015)

Key: R=Required, A, = Available, S= Shortage

As shown from table 4.1 all sampled schools had shortage of science teachers with degree and diploma qualifications. Although both school A, B, C and D had managed to employ eight (08) form six leavers as teachers, they did not teach regularly as both schools were lacking funds for their salaries. Their payment depends on parents' contributions which were unpredictable due to poverty and unwillingness of parents to pay. Apart from lack of payment to untrained teachers, it is not proper for them to teach in secondary schools because they are not qualified, they lack teaching techniques and knowledge which is beyond secondary education. However, even if these untrained teachers were committed and enthusiastic in teaching, the findings were against the first SEDP that by the year 2009 all secondary schools would have a student-qualified teacher's ratio of 1:30 (URT, 2010).

Likewise, URT (1995) maintains that diploma teachers should teach in form one and two while graduate teachers should teach from form three to form six; due to lack of qualified teachers in their schools the rules are not followed. This has an impact to students' truancy because they are taught by untrained teachers.

It is evident that in all sampled schools, despite the shortage of teachers, there was insufficient utilization of few available teachers. It can be argued that, teachers to perform non-academic roles during working hours reduce capability in performing their roles of teaching. Therefore lack or insufficient teaching staff members caused students lack of what they were intended to get from schools, this encourages truancy in those schools. On the other hand guidance and counseling also contributed to students' truancy.

4.3.3 Guidance and Counseling

From the study 16% of participants teachers revealed that students lack guidance and counseling due to inadequate number of teachers in the visited schools, they have no time to deal with individuals.

In order for students to follow up schooling, he/she needs guidance and counseling. In this case students with individual problem had nowhere to get help in order to part with their problem hence they opted to come to school once in a blue-moon.

Guidance and counseling is a continuous process that should help young people become more conscious of their abilities, interests and thus enabling them to make decisions regarding education and employment on a qualified basis (Denmark ministry of education, 2004).

This necessitated the practice of guidance and counseling in schools among discipline teachers in addressing truancy problems. During interview, one discipline teacher from school D had this to address:

Most of the students who were involved in truancy were from unstable family with poor relationship. In order for these students to cope up with their problems, they need to be provided with guidance and counseling services.

However, guidance and counseling program in sampled schools was seen to be weak due to the poor students-teachers relations. Mostly students with good student-teacher relationship were those who were doing better academically, and were ready to consult and confide with their teachers, but these students do not need often

guidance and counseling. The case of few employed teachers as appeared in the sampled schools, teachers are usually loaded with class activities and others are busy with their own business or some time not available at schools, students' fail to find counselors. This uncaring behaviour acts as the main causes of students' truancy in most community based secondary schools. A positive relationship between students and teachers in schools encouraged students' guidance and counseling which reduce the probability of students' truancy in schools particularly to students from hostile family and disadvantaged backgrounds.

According to McCown and Johnson (1993) students who are likely to be truant come from the families with unaccompanied parents or broken families and need teachers' help. On the other hand Thungu, Wandera, Gachie and Alumande (2010), see guidance and counseling in schools as an important component of teachers responsibilities which, if effectively and efficiently applied, free students from desperate homes and worries so that they learn best.

From this study participants also revealed that administrative factors such as school regulations, rules, and by laws on discipline, school uniform, and payment of school fees as well as other necessary contributions tend to act as push factor toward students truancy.

Students who did not afford to have school uniforms or who were financially indebted to schools requirement were either barred from classes or expelled from school until the debts were settled. Similarly, those who could not afford the

prescribed school uniforms were either excluded from classes or even expelled. Students thus feel the pinch of such policies due to their inability to raise the required fees and at the same time there is no support that school render to such kind of students hence they are left with no option that serve them from school truancy.

The finding concurs with the study by Seni (2008) that students from low socio-economic background are vulnerable, suffers income shocks and are faced with some form of demand to withdrawal from schools. According to Seni (2008) school related factors such as poor administration, high cost of education as well as harsh school rules and regulations causes truancy among students.

On the other hand in school rules and regulations, Steers (1977), clearly explain that educational administrators must learn how to anticipate and avoid the negative consequences of bureaucratic rules and regulations.

Likewise uncommitted administrators to school activities as well as students follow up toward their achievements, encourages students' irregular attendance in school, hence lead to students' truancy. Apart from that, school administration also informed parents of chronic truants by writing a letter and asking them to visit the school for discussion of their children behaviour. The point concurs with Emore (2005) that, in most secondary schools truants were given different punishment by school administrations.

However, from documentary review it was also noted that teachers practiced routine check-up for absenteeism using school attendance register monitored by class

teachers. Chronic truants were requested to report in the morning and before leaving the school to the teacher on daily bases. Punishment like stroke, grass slashing, suspension and students' expulsion from schools were also employed. Apart from guidance and counseling truancy is also linked with family economic status.

4.4 Family Economic Status in Relation to Students' Truancy

This is a measure of a person's work experience or family's economic and social position in relation to others, based on income, education, and occupation. Low income and education have been seen to be strong predictors of a students' truancy in schools. This has led to many students not to attend schools as required due to hunger and failure to pay school requirements.

From the findings the researcher has observed family economic status in two perspectives as mentioned here below:

- i). Household poverty
 - Child labour
 - Parents education level
- ii). Family activity

4.4.1 Household Poverty

In this study 53% of the participants revealed that poverty or family economic instability was the circumstance connected to truancy among students as parents failed to meet school needs in Mbulu district. The study sought information from students, class teachers and head of schools in investigating the factors influencing student truancy in community based secondary schools in the district.

According to Smith (2005), the factors associated with truancy are many and varied. He pointed out that family economic condition is one of the leading factor associated with truancy. However, through documentary analysis, the day school administration decided to send back students home to collect school requirements almost more than half of the students in each class went home. On top of that, the head of school B added:

Student truancy in this area is because of parents' low economic income. Majority of them are peasant/subsistence farmers, and their earning depends on those activities relying on rain-fed agriculture. Thus, when their children were send back home to bring school dues, they fail to make payments even in installments, hence they remain at home with their children.

The painful observation by this student stresses that the major financial concern was no longer the fees that one had to pay, but other costs were associated with schooling in community based secondary schools.

By implication, an average of T.shs 155,000/= per year skewed much from the normal fee of t.shs 20,000/= set by the government after seeing the inability of most parents to pay for education (URT, 2004). This situation has led to truancy of students from poor families, especially after being punished for lack of these contributions and spelled out until they pay school fees and other contributions.

In this respect, one student in school A had this comment:

I want to be educated because I want a good job in the future; therefore, I don't like to miss school but my parents are very poor. They cannot afford to pay all school contributions such as school fees and other contributions that can make up to Tsh.150, 000/= per year out of breakfast and lunch requirement.

The findings were supported by Al- Samarrai and Reilly (2000), that costs incurred throughout during child's schooling include direct costs like school fees, travelling expenses, school material expenditure and the opportunity cost of child's time like household activities foregone while at school. Given the situation that about 80% of Tanzanian household spend less than Tshs 38,600 per month or Tshs 1,286 per day as noted from URT (2009), this created a burden on families, especially large families, single parent families and orphans.

Given that, monetary cost of education are incurred before many of the monetary benefit are realized, some households may not have resources available to finance the initial cost of education for some or all of their children (Al- Samarrai and Reilly, 2000). Household poverty leads to child labour.

4.4.1.1 Child Labour

Household poverty situation led some students especially boys engaged in petty trade such as fetching water for tea rooms, selling vegetables, charcoal making, bricks making, sugar cane selling, lumbering, mining activities and some girls even engaged in love affairs, ultimately leading to truancy.

These activities have accelerated truancy among students. The prevailing financial situations of the students' created a stress that affected the students' concentration in schools.

On the other hand UNESCO (2011) and Reid (2000) observed that students from poor families were closely linked to poor school attendance with high percentage

ranking child labour as a leading factor for students' truancy. This was an indication that child labour was indispensable to the survival of some households while schooling represented a high opportunity cost to the poor families sending children to school.

However, from the study it was also discovered that parents contributed much to child labour as they engaged their children in farm work in the morning before they allow them to attend school. The interview made with teachers revealed that some parents sent their children to school unwillingly simply because they had passed their primary school leaving examination (PSLE) and failure to do so would cause them face arm of the law. These parents even if they were invited at school by heads of school to discuss matters concerning their children's behaviour and progress they never turn up.

According to Dachi and Garrett, (2003) child labour represents a high degree of wastage of talent and incomplete participation over the period of a given education cycle and this could be due to the lack of a common understanding as to who is a child in Tanzania. The argument was further supported by Burke and Beegle (2004) that there is evidence that, parents are reluctant to send their children to school as given the low expected returns coupled with the cost of schooling and the opportunity cost of children's time. Effort to guarantee fully participation of students to school was important in order to create the aspired quality population.

Lack of proper needs for better schooling was said from all schools to be a forceful factor for truancy. This was said from all schools and makes conclusion that

household poverty was threatening factor that prevails children against the rights to education. This is mostly contributed also by parents' education level.

4.4.1.2 Parent Education Level

Household poverty had been a result of the parents' education level. From the study teacher participants revealed that parent educational level had the effects to student's truancy. This is because according to them some parents were not much concerned with attendance of their children to school although they are paying school expenses such as school fees and other contribution. The students' attendance roles were left to the teachers. Lack of education and parental supervision of the students has been the great reason for truancy in most of community based secondary schools. On this assertion, one student from school D had this to say:

My parents never ask me anything concerning my school attendance, they don't know when or at what time I am supposed to be at school. The only thing they know is that I am a student so whenever I miss school they never question even if I go back home early before noon, they never ask me anything. For example, yesterday I didn't attend school simply because I had my own problem but neither of my parents asked me anything.

The above assertions signified that there was poor parent follow up and supervision of their children to attend schools and this was one factor for truancy. It was evident from the dictum(s) that, to some community school appeared like superimposed institutions having to do with government obligations and force entities to communities. Perhaps, parents had no vision and time to tell their children why they should go to school and for what future purposes.

Parents as they are of great influence to their children academic status, then, further, their irresponsibility make their children easier to abscond from school. Some of the parents failed even to supervise their children in matters concerning school attendance. It was also evident that, most of the parents were only responsible for the payment of school fees and other contribution and left the attendance role to teachers. This was noted during interview from one of the student in school A, as she commented:

My father had never visited me in school since the day of my registration and now I am in form four. Only my mother visited during parent's day and when we were demanded to bring one of our parents to school in any matter. In this way how could he monitor my school attendance? Never the less, my parents are standard seven leavers of those years, they cannot even cross check my school exercise books. Commitment to school is up to me.

Furthermore, it was argued that household preferences for educated parents may be an important factor in the decision to send children to school and ensure attendance or not (Al-Samarri and Reilly, 2000). Therefore due to poor supervision of some parents, students who had poor attendance would go on with the habit. When the same question was asked to class teachers, one of the teachers from school B had this view:

Some native parents from the area, lacks awareness on education. Funny enough while in other societies parents were willing to sell even a cow in order to send a child to school, in this area parents appeared to sell cows in order to withdraw their children from school.

This teacher further narrated that:

When a parent is called to school in order to discuss truancy behaviour of his/her child they regard teachers as oppressors. In

this view it is very difficult to help students in abandoning truancy behaviour.

It was that, parents who do not value education do not motivate their children to attend school as required and they do not cooperate with teachers to do the follow up on their children truancy behaviour.

Moreover, through documentary review, it was evident that not only parents were unwilling to cooperate with school administration in solving truancy problem of their children but also defended their children not to be punished for their truancy consequences. It was thought that, parents who side with their children truancy behaviour were the ones who were involving their children in other economic activities during school hours.

Pragya (2006), found that forty eight percentages (48%) of Himalaya parents did not believe that educating their children would help them to find jobs, so they are not interested in sending their children to school. Parent education level had seemed to be a contributing factor to students' truancy as many parents have no idea of the matters concerning the importance of education to their children for their presence and future life.

4.4.2 Family activities

The study revealed that 47% of family activities act as a contributing factor for student truancy. Students in rural schools after their school hours, when at home engage in different activities such as herding cattle, fetching water and performing farm works.

Family activities affect students' to finish their homework assignment. During interview, one of the students from school D claimed that:

After I am back from school normally I do find a lot of works to do, for example, fetching water, cooking and looking after my young, so I do not get enough time to study and making preparation for the other day.

During focus group discussion other students from school B had this to say:

I always get up early in the morning to perform home activities that sometimes made me to be late to school. When teacher on duty or any other teacher comes to punish those who are late to school, I usually find the way to escape from punishment. This had made me to exercise truancy.

It was also largely claimed by students during focus group discussions that some parents considers them as manpower in economic activities such as agriculture and farming so as to be able to meet their basic needs. On this issue a student from school C commented:

During farming seasons, normally we harnessed oxen from 4.00 a.m to 6.00 a.m to cultivate our farms at home. We do so for the utilization of oxen as sources of power in cooler hours of the day before schooling. This work of two hours in the morning resulted to tiredness and forces me to leave before departing time from school.

This treatment for school children show that some parents do not see the importance of education because they did not go to school. Thus the situation encourages students' truancy. Furthermore, the interviews from class teachers, discipline teachers and head of schools came with an observation that some parents sent their children to school unwillingly simply because they had passed their primary school leaving examination (PSLE) and failure to do so would cause them face arm of the law.

These parents even if they were invited at school by heads of school to discuss matters concerning their children's behaviour and progress they never turn up.

From the focus group discussion, students' truancy is mostly caused by home activities proposed by parents to their student. Such activities include, farm activities, livestock keeping, fetching water as few to mention. The fourth and last theme discusses findings on the influence of geographical location of the school in relation to students' truancy.

4.5 The Geographical Location of Schools

The geographical location entails home school distance and school environment. Therefore it will be discussed under the following themes drawn from the data.

- i) Home school distance
- ii) School environment

4.5.1 Home-School Distance

On the issue of distance 57% participants comment that it was a serious cause of students' truancy as some students' live far away from school. The student participants complained to waste much time by walking long distance to school and they become tired before reaching school. These students long walking distance was also affected by weather condition since there were two distinct rain seasons in the study area. During such a period roads and paths become muddy and impassable. Occasional floods may also hinder students' school attendance. From the month of March to early June, it rains heavily in this study area and weather is very cold which

force students to attend irregularly. On this issue one of the students from school C had this to say:

Punishment in school does not shorten the distance one has to walk to reach the school daily. Other students walk an average of 7 to 10km to reach the school in the morning and most of our teachers are aware of that. Surprisingly, we are severely punished without considering our distance from home to school. We wake up early in the morning to go to school but unfortunately we end up being punished. If you are not caned then you have other task of uprooting tree stumps for one to two days out of classes. This discourages me.

When a researcher was travelling to visit one of the selected schools, he noted long distance which students had to cover to and from school every day. This long distance could result into tiredness of a student in this way attention is reduced due to tiredness as they are not ready to learn. In this case, those students residing away from the school were the ultimate losers.

Furthermore, other students had to walk along thick shrubs and forests with dangerous animals as some schools were built around Hassama and Marang forest reserves at Mbulu. It is not uncommon for these unfortunate students to encounter leopards or hyenas at those odd hours of the morning. Likewise, female students may be at risk to be raped. During rainy season due to that nature of the forest these dangerous animals will no host far away from the roadside. The situation hinders free movement of students to and from school daily. The above geographical factors contribute to irregular school attendance hence missing classes. A student from school D had this to say on this issue:

We normally start our journey from about 4.00a.m to 5.00 a.m. in order to get to school earlier. At school we are supposed to make

cleanliness around school compounds before classes. Generally, we get tired, even revising is difficult. During the rain seasons the situation is worse, together with long distance we encountered, local roads or shortcuts are blocked and soil retain water. So, we decide to follow main roadway to school or sometimes when we observe much difficulties we do not go to school totally.

Majority of community based secondary schools are mainly found in rural areas. These schools have got neither hostel nor boarding accommodations. According to Chaubad (1970), not only well equipped schools can motivate children retention, but also elimination of physical barriers such as long distance will maintain effective schooling. Bunto (2002) posits that long distances made the children tired and sleepy, hence less receptive to learning, so end up to irregular school attendance. The finding by Omari (2002), asserts that children in longer distance are not willing to attend school especially in the communities where education is not valued. Therefore, students face difficulties for these long distances from home to school resulting to poor students' attendance. Apart from distance factor also school environment contributes to truancy.

4.5.2 School Environment

From the study 43% of the participants revealed that the causes of students' truancy were due to poor school environment. School environment from the study is connected with poor students' relationship with their teachers, school rules and regulations. Presence of few teaching and learning materials such as books for teachers and students contributed much to students' truancy. Insufficient learning resources in schools discourage students being to schools; as a result they get hard time to master their learning activities.

Furthermore, boredom in classroom and the dislike of their teachers resulted into the occasional skipping of classes. All the four sampled schools in the study had poor teaching and learning environment. Most of the students lack subject teachers, classrooms, teaching and learning facilities, chairs, hostels and library facilities for private study, poor infrastructure like toilet, these discouraged students from attending schools.

During interview and focus group discussions from sampled schools one female student from school A express herself but with difficulties due to shyness that:

In this school we have pit latrine but it has no water all the days, I have not heard any one of my colleague complaining about water for our needs and latrine sanitation. When I am in my period sometimes I need water to take simple shower. This normally forces me to stay at home until I complete my circle.

The researcher made an observation in students' latrines and confirmed lack of water buckets in those toilets. Due to such an environment, number of girls fails to attend school as they cannot get supportive facilities while in their periods sometimes.

Furthermore, it is common that the role of teachers in schools is to teach, it is worth noting that the kind of teaching and behaviour that they demonstrate in schools compound create students' truancy. This is due to ineffectiveness and deficiencies in components of pedagogical knowledge traced during class observation. Most of the teachers in sampled schools seem busy and develop culture of providing notes to students in their respective lesson for subject matter coverage and not imparting knowledge and skill to the learners.

This finding was also supported by Smith (2005), who observed that the school setting itself could influence truancy. He identified factors in school that were closely associated with development of truancy behaviour among the students as absence of teachers, school fence teaching and learning materials. On the other hand, personality character, attitude and observable action are all factors that determine the effectiveness of teachers' relationships both with students and colleagues. Those teachers demonstrating quality of kindness, empathy and understanding radiate warmth among the students.

It was also observed that, too much extra curriculum activities such farming activities fetching water, collecting fire woods, grass cutting, attending cattle, and weeding flower gardens has contributed more to truancy behaviour among students. These activities make them to escape from school and remain at their home places.

Moreover, through focus group discussion the students participants claimed that on the days of opening schools (after holidays) some students seemed preferred taking further days more at home thus increased truancy rate at schools.

During interview one student from school D had proved this problem of work activities after telling the existing condition at her school.

I prefer taking more days staying at home considering that coming to school early at the day assigned would make us face many activities such as cleanliness around the school compass, weeding flower gardens, cutting grasses and scrubbing classroom walls.

Apart from the student in school D another student from school B had this to add;

Our school lacks enough furniture like desks and chairs to the extent that some of us sit two to three in the same chair or to sit down on the ground. These made some of our fellow students go away from school or various periods because they know they won't master up with their teachers.

Likewise, lack of laboratories, enough class rooms and libraries has caused the increase in the rate of truancy. The scarcity of laboratory apparatus and chemicals makes students to face some difficulties in understanding other topics in science subjects/periods. On the other hand lack of libraries discourages students since they miss where to get reference materials to support them in their private study. Beside lack of laboratories, libraries and congested classrooms encouraged students skipping from attending classes.

However, most of the community based secondary schools are located far away from student family home places. During focus group discussion with students it was observed that, some of the students claimed that they failed to reach at school regularly since their home places are far from the school campus hence they have even faced other problems such as tiredness while at school for lesson. In the next chapter, summary, conclusions and recommendations of this study are made.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study. It also makes some conclusions in relation to the findings. The recommendations are made both for action and for further studies on the factors influencing truancy in community based secondary schools in Mbulu district, Manyara, Tanzania.

5.2 Summary of the Finding

The purpose of this study was to find out factors influencing students' truancy in community based secondary schools in Tanzania, a case study of Mbulu district. The study was conducted in four (04) randomly selected schools in the district. Participants in this study were heads of secondary schools and discipline teachers who were selected purposely while class teachers and students were selected randomly. In light of this background, the study addressed four (04) researches objectives which includes;

- i). To examine factors that enhances students' interest in learning
- ii). To assess school administration and teacher's attitude in relation to student's truancy.
- iii). To analyzed whether geographical location of the school cause students truancy
- iv). To assess whether family economic status is related to student truancy

Literature review contained information related to the study. The factors influencing students truancy in community based secondary schools in Tanzania was discussed in depth.

Basically the study was conducted using targeted population obtain through purposive and simple randomly techniques which was deemed necessary for sampling. The sample of four (04) community secondary schools was selected randomly from a total of thirty four (34) community secondary schools in Mbulu district. The selected sample comprised of forty (40) students, four (04) class teachers, four (04) discipline teachers and four (04) head of secondary schools.

The study involved fifty two (52) participants in total. Four (04) data collection methods were employed; these are interview, focus group discussion, observation and documentary review. The study applied qualitative approach as most of the information is from the view point of the participants. Data collected were transcribed, sorted and group together on the bases of their themes. Qualitative data was then presented and critically analyzed according to the themes derived from the research objectives. The study had the following finding.

5.2.1 Major Finding

The major findings in this study on factors for students' truancy was students interest in learning, school administration and teacher attitudes, geographical location of the school and family economic status as they are related to students' truancy. The summary of the findings is as described below:

5.2.1.1 Students Interest in Learning

From the study, finding indicates that students have lost interest in learning due to high use of corporal punishment. They avoid it by absconding themselves from school. Hence this is seen to be an accelerating factor to truancy. Also the act of students' engagement in various social interactions including love affairs among themselves and the other people outside the school were noted to influence truancy in community secondary schools in Mbulu district.

On the other hand, it was discovered that students-teacher conflicts and students' dissatisfaction with teachers teaching ability have reduced student interest from attending schools, which lead to truancy. However, from the study it was found that poor academic background of the students and the effects of globalization don't encourage students to attend schools.

5.2.1.2 School Administration and Teacher Attitudes

In this study, school administration and teachers were highly condemned as contributing factor to truancy due to their cruelty, absenteeism and inconsistency in dealing with students. They had a lot of biasness in dealing with students academic and discipline issues. This had made some students demoralized and decides not to come to school.

The study also found that there were strategies in place to deals with truancy among students which included suspension, corporal punishment and calling parents to school. These had led to mistreatments, violation of child right, irrationality and inconsistencies, all these increased truancy

On the other hand, shortage of teachers, students' furniture's and classroom in school make difficulties of the available staff to make follow-up of students absentees due to multiple role they has including the teaching load they carried. The situation gives loophole for students to stay away during school hours.

5.2.1.3 Geographical Location of the School

Home-school distances in relation to geographical location of the schools have contributed to students' truancy. In sampled schools it was revealed that students walk an average of 7km to 10km to reach the school in the morning, they waste much time, walk long distance and sometimes become tired before classes. The radius of travel of the visited schools demoralizes students. Likewise, fear of punishment from teachers and other school authority due to lateness also contribute to students' truancy.

5.2.1.4 Family Economic Status

Household poverty had led to child labour and poor parent education level. In the researched schools it was seen that some students don't attend school as they went for wage labour like fetching water in hotels (Mama Ntilie tea rooms). This was among the major cause of truancy.

However, household poverty was highly ranked as a cause of truancy, but it was discovered that it has no correlation to truancy as most of the truants' students engaged in personal or family income generating activities which could even be used to cover educational costs. In this regard, value placed on education, mindset and life styles prioritization were found to be the causes of truancy than material poverty.

5.3 Conclusion

The factors influencing truancy in community based secondary school in Mbulu district are compounded. Hence no single factor can stand alone to explain factors influencing truancy in community based secondary schools in Mbulu district. The factors revealed seem to influence students' truancy in those schools.

The study extracted factors which influenced students' truancy in community based secondary schools, these were corporal punishment, peer group, home-school distance, household poverty, a school environment, illness, globalization, engagement of students in love affairs, family activities, student's academic background, teachers relationship with students, under-staffing, as well as lack of learning and teaching resources. All these factors have been deeply discussed and analyzed in chapter four.

High rate of truancy shows that, learning environments in schools is turned to be unfriendly as truancy among students is increasing. The system of controlling truancy was fragmented and the strategies for addressing the problem were wrong and misleading. Some strategies were violating child basic right and there was poor follow-up mechanism. The existing strategies and practices of students' suspension, corporal punishments, calling parents used in curbing truancy had led to mistreatments, violation of child right, irrationality and inconsistencies all these increased truancy. If the problem of truancy will not be solved immediately and education policies not implemented as required the quality of individual education level will fall.

5.4 Recommendations

Based on the study finding and conclusions, the following are recommended for action.

- i). Teachers' absenteeism and poor delivery of instructional objectives were found to be contributing factors for truancy. In order to combat the situation, decentralization of secondary inspectorate unit from zonal to district level is needed for close supervision and academic advisory to teachers.
- ii). Community secondary schools planners should consider students' home-school distances. Schools should not be built very far from the villages.
- iii). In creating friendly schools environment, schools should establish guidance and counseling departments so as to help students in solving their problems.
- iv). The government should subsidize the education cost including construction of hostel in community based secondary schools where schools are far from villages to create conducive environment which in turn would help to reduce truancy.

5.5 Suggestion for Further Research

This study focused on factors influencing students' truancy in community based secondary schools in Mbulu district. This study applied the qualitative approach; given the sensitive nature of the factors influencing students' truancy in schools, it would be reasonable to conduct another study using survey design that will involve a large sample in order to establish the magnitude of the problem so as to generalize the research findings.

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APPENDICES

APPENDIX I: Research Budget and Research Time Frame

Proposed Research Budget and Source of Fund for the year 2014/2015

ACTIVITIES	UNITS	Cost per unit (Tshs)	Total cost (Tshs)
1. Consolidation of literature, Designing and developing research instruments	<ul style="list-style-type: none"> Library search Transport cost Tshs. 10,000@day x 3days x 2 weeks x 9 months in Dsm (Mbezi-OUT Kinondoni) Transport Mbulu – Dsm throughout 2014-2015 Accommodation (Lodging) Typing, photocopying and Binding 	70,000 540,000 1,200,000 960,000 250,000	3,020,000
2. Pilot Survey, Finalizing research instruments	<ul style="list-style-type: none"> Transport cost for a researcher Tshs. 50,000 @ day \times 3 days in the field Interview papers in each school \times 4schools @ Tshs.3,200 Typing and photocopying for interview guide @Tshs. 1,200 \times 4 	150,000 12,800 4,800	167,600
3. Data Collection (field Work)-Three weeks	Travel and substance cost for a researcher Tshs. 50,000 \times 4days x 4 weeks	800,000	800,000
4. Data processing, analysis and report writing	<ul style="list-style-type: none"> Data processing and analysis cost for a researcher Tshs. 30,000x15days Typing, Printing and Binding 	450,000 500,000	950,000
5. Purchase and Contingence costs	<ul style="list-style-type: none"> Purchasing voice recorder 1 Tshs. 200,000 Purchasing Digital camera 1 Tshs. 250,000 Contingence cost Tshs. 600,000 	200,000 250,000 600,000	1,050,000
GRANDTOTAL			5,987,600

APPENDIX II: Proposed Research Time Frame for the year 2014/2015

[illegible]

APPENDIX III: Detailed Fieldwork Questions (Interview) for Class Teachers

This study is conducted in order to find out factors influencing truancy in Tanzania community based secondary (the case of Mbulu secondary schools). Your contribution to this study is therefore very important.

You're kindly requested to be cooperative and free to give your views. Before we start our interview, I would like to assure you that the information you give will be strictly confidential and your name will not appear in the transcript.

1. For how long have you been the class teacher?
2. How many students registered in your class?
3. Do you experiencing truancy in your class? If YES what do you think are the root causes?
4. Do you think that failing in paying school fees and other contribution do results into students' truancy? How?
5. What are the measures taken by teacher in overcoming students' truancy?
6. Are there any school by-laws on students' truancy? If yes, how do they work in relation to students' truancy?
7. What the teachers do to motivate students in learning
8. Is the school-home distance having contribution to students' truancy in this school?
9. Do you experience any difficulties or problem faced by students while on the way to school or home?
10. On your view what do you think school should do to mitigate the truancy?

THANK YOU FOR YOUR TIME AND COOPERATION

APPENDIX IV: Detailed Fieldwork Questions (Interview) for Discipline

Teachers

This study is conducted in order to find out factors influencing truancy in Tanzania community based secondary (the case study of Mbulu secondary schools). Your contribution to this study is therefore very important.

You're kindly requested to be cooperative and free to give your views. Before we start our interview, I would like to assure you that the information you give will be strictly confidential and your name will not appear in the transcript.

1. For how long have you been the discipline master in this school?
2. Can you share with me the status of truancy in this school?
3. Do the students attend periods as per school timetable?
4. How do other teachers perceive students irregular classroom attendance?
5. Do you think punishment may cause student truancy?
6. Do you think the home/school distance can enhance truancy among students?
7. Do you experience any difficulties or problem faced by students while on the way to school or home?
8. Do you think that failing in paying school fees and other contribution do results into students' truancy? How?
9. What are the measures taken by this school in overcoming students' truancy?
10. Is there any school by-laws against students' truancy? If yes, how do they work in relation to students' truancy?
11. What the schools do to motivate students in learning?
12. Is the school authority and teachers doing communication with parents on the issue of truancy of their children?

13. For the experience of this school what normally school authorities do for those students who fail to pay school requirement on time?
14. How the student responds when his/her parent fail to pay school requirement?
15. As the discipline teacher, on your own views what do you think are the common causes of truancy in this school?

THANK YOU FOR YOUR TIME AND COOPERATION

APPENDIX V: Classroom Observation Checklist

The observation schedule intend to record types of assessment activities and methods used in the classroom during a lesson.

1. Name of the school -----
2. Observation begins at -----ended at-----
3. Number of students in classroom-----

Directions; Tick all that apply in the classroom

S/N	Statement	Yes	No	Remark
1	School time table			
2	Availability of scheme of works			
3	Availability of lesson plans			
4	Enough tables and chairs			
5	Congested classrooms			
6	Availability of subject log books			
7	Use of various teaching and learning resources			
8	Classroom conditions (enough light and well ventilated)			

APPENDIX VI: Documentary Research Guide in a School

Types of information required from the schools document	Comments
Students register book	
Black book	
Class attendance	
Discipline files	
Responsibility file	
School rules and regulations	
Teacher on duty book	

APPENDIX VII: Detailed fieldwork questions (interview) for Head of Schools

This study was conducted in order to find out factors influencing truancy in Tanzania community based secondary (the case study of Mbulu secondary schools). Your contribution to this study is therefore very important.

You're kindly requested to be cooperative and free to give your views. Before we start our interview, I would like to assure you that the information you give will be strictly confidential and your name will not appear in the transcript. Being head of school you are in a position to best explain the administrative aspects of your school.

1. For how long have you been the head of this school?
2. What is the total number of students registered in your school for three consecutive years? In terms of gender and class level?
3. As the head of school, how often do you receive cases related to truancy?
4. How many students did not attend school regularly in 2014 in terms of gender and class level?
5. What was monthly mean attendance of student in your school for boys and girls in 2014?
6. On your own views what do you think are the main cause of truancy in this school?
7. What are the common economic activities in the communities around the school?
How do they enhance truancy to your students?
8. What are the measures taken by this school in overcoming students' truancy?
9. Are there any school by-laws against students' truancy? If yes, how do they work in relation to students' truancy?
10. What the schools do to motivate students in learning?

11. Does the school authority communicate with the parents of truant students? If
YES what are the parents' suggestions to arrest the situation?
12. What do you comment on the home-school distance in relation to the students
truancy?
13. Do parents pay school requirements of their children in time? How does it affect
students' attendance?
14. How do students respond when they fail to pay school requirement in time?

THANK YOU FOR YOUR TIME AND COOPERATION

APPENDIX VIII: Detailed Fieldwork Questions for Focus Group Discussion for Students

This study is conducted in order to find out factors influencing truancy in Tanzania community based secondary (a case of Mbulu secondary schools). Your contribution to this study is therefore very important.

You're kindly requested to be cooperative and free to give your views. Before we start our interview, I would like to assure you that the information you give will be strictly confidential and your name will not appear in the transcript.

1. What do you understand by the term truancy?
2. Do you think truancy affect academic performance of students?
3. Basing on the experience in this school what do you think are the main causes of truancy?
4. What do the truants doing while outside the classroom?
5. Do teachers' punishments enhance truancy among students? How
6. Do you think that failing in paying school fees and other contribution do results in truancy? How?
7. Do you think that failing in paying school fees and other contribution do results in truancy? How?
8. What are the measures taken by teacher in overcoming students' truancy?
9. Is the school authority and teachers doing communication with parents on the issue of truancy of their children?
10. For the experience of this school what normally school authority do for those students who fail to pay school requirement on time

11. Is the school-home distance having contribution to students' truancy in this school?
12. On your view what do you think school should do to mitigate the truancy?

THANK YOU FOR YOUR TIME AND COOPERATION

HALMASHAURI YA WILAYA YA MBULU

(Barua zote zitumwe kwa Mkurugenzi Mtendaji wa Wilaya)



Simu Na. 2533015 au 2533016
Email: mbulucouncil2006@yahoo.co.uk
Fax Na: 027-2533016
Mbulu-Manyara
Unapojibu tafadhali taja:

Ukumbi wa Halmashauri,
S.L.P. 74,
Mbulu
Manyara

Kumb. Na. MDC/DED/M7/6/IV/122

12/02/2015

Mkuu wa Chuo,
Chuo Kikuu Huria cha Tanzania
S.L.P 23409,
DAR ES SALAAM.

YAH: RUHUSA YA KUFANYA UTAFITI (PROJECT STUDY)

Tafadhali rejea mada hapo juu. Pamoja na barua yako ya tarehe 05.02.2015 ya husika.

Kwa barua hii ninakujulisha kuwa ombi lako la Mwanachuo **Martini A. Dohho** la kufanya Utafiti (Project Study) katika Shule za Sekondari imekubaliwa kama ulivyoomba kuanzia tarehe 05/02/2015 hadi 05/04/2015. Kwa barua hii mhusika anatakiwa kufanya utafiti katika Shule alizoomba.

Nakutakia maandalizi mema.


Geheri J.L.
Kny. Mkurugenzi Mtendaji
Halmashauri ya Wilaya
MBULU.

E.L.Y. MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA
MBULU

NAKALA: Martini A. Dohho - kwa taarifa
: Wakuu wa Shule za
Sekondari Wilayani Mbulu - Mpeni ushirikiano.

THE OPEN UNIVERSITY OF TANZANIA *DIRECTORATE OF
RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES*

P.O. Box 23409 Fax: 255-22-2668759
Dar es Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759, E-mail:
drpc@out.ac.tz

5/02/2015,

TO WHOM IT MAY CONCERN RE: RESEARCH CLEARANCE The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1 January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Mr Martin A Dohho ; HD/E/316/T.13** who is a Master student at the Open University of Tanzania. By this letter, Mr Martin A Dohho has been granted clearance to conduct research in the country. The title of his research is **"Factors influencing Truancy in Community based secondary schools in Tanzania"**. The research will be conducted in Mbulu district

The period which this permission has been granted is from 05/02/ 2015 to 05/04/2015. In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar es Salaam. Tel: 022-2-2668820 We thank you in advance for your cooperation and facilitation of this research activity. Yours sincerely,

Prof Shaban Mbogo
For: VICE CHANCELLOR OPEN UNIVERSITY OF TANZANIA